SYLLABUS

Course Title: Transportation Planning and Policy  
Subject/Course Number: PUBP 718  
Semester/Year: Spring 2020  
Building/Room: VMH 322  
Day/Time: R 7:20 p.m.-10:00 p.m.  
Instructor: Edmund J. Zolnik  
Office: FH 653  
Office Telephone: (703)993-1144  
Office Hours: W 6:20 p.m.-7:20 p.m.  
Electronic Mail: Please use Blackboard to send messages.

Course Objectives: Transportation planning and policy covers topics on surface transportation planning. It emphasizes the fiscal, legal, legislative, organizational and political challenges specific to transportation planning in the United States.

Learning Outcomes: Students will learn the history of transportation planning and policy in the United States.

Course Requirements: The examinations will consist of essay questions which will be presented in lecture. The essay questions will be based on readings which will be assigned before lectures.

Course Grade: | Evaluation | Weight |
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<td>Examination</td>
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Grade Distribution: For purposes of this course, the grades of A+, A or A− are reserved for sustained excellence and outstanding performance on all aspects of the course. The grades of B+ and B are used to denote mastery of the material and very good performance on all aspects of the course. The grade of B− denotes marginal quality work that is not quite up to graduate level standards. The grade of C denotes work that may be adequate for undergraduate-level performance, but is not acceptable at the graduate level. The grade of F denotes the failure to perform adequately on course assignments.
## Course Outline

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<th>Date</th>
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<th>Topic</th>
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<tr>
<td>1/23</td>
<td>R</td>
<td>Transition to Short-Term Planning</td>
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<td>1/30</td>
<td>R</td>
<td>Emphasizing Urban Economic Revitalization</td>
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<td>2/6</td>
<td>R</td>
<td>Decentralization of Decision-Making</td>
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<td>2/13</td>
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<td>Promoting Private Sector Participation</td>
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<td>2/20</td>
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<td>Examination 1</td>
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<td>2/27</td>
<td>R</td>
<td>The Need for Strategic Planning</td>
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<tr>
<td>3/5</td>
<td>R</td>
<td>The Growth of Sustainable Development</td>
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<td>3/19</td>
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<td>Expanding Participatory Democracy</td>
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<td>3/26</td>
<td>R</td>
<td>Moving Towards Performance-Based Planning</td>
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<td>4/2</td>
<td>R</td>
<td>Examination 2</td>
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<td>4/9</td>
<td>R</td>
<td>Concern for Climate Change</td>
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<td>4/16</td>
<td>R</td>
<td>Era of Constrained Resources</td>
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<td>4/23</td>
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<td>Infrastructure Resilience</td>
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<td>4/30</td>
<td>R</td>
<td>Challenge of Funding</td>
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<td>5/7</td>
<td>R</td>
<td>Examination 3</td>
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## Lecture

**Topic:** Transition to Short-Term Planning  
**Question:** What effect would higher gasoline prices have on short-term and long-term transportation demand?  
**Question:** What is the transportation planning process established by the Urban Mass Transportation Administration and the Federal Highway Administration?  
**Question:** What were the reasons cited for opposition to the road pricing demonstration programs in: Madison, Wisconsin; Berkeley, California; and Honolulu, Hawaii?  
**Question:** Why doesn’t the United States have a national transportation policy?  

**Topic:** Emphasizing Urban Economic Revitalization  
**Question:** How did federal programs contribute to the distress that older communities and central cities experienced in the mid-1970s?  
**Question:** According to the San Francisco Bay Area Rapid Transit (BART) Impact Program what were the impacts of BART system on the economy, environment and people of the Bay Area?  
**Background:** United States Department of Transportation. 1980. *The Land Use and Urban Development Impacts of Beltways*. United States Department of Transportation: Washington, DC.  
**Question:** What are some of the impacts of beltways?
Topic: Decentralization of Decision-Making

Background:


Question: What was the economic philosophy behind the trend toward deregulation in the Reagan era?

Question: How did Executive Order 12372 promote intergovernmental partnerships and strengthen federalism?

Background:

American Society of Civil Engineers. 2013. *2013 Report Card for America’s Infrastructure*. American Society of Civil Engineers: Reston, VA.


Question: How is a deteriorating highway and transit infrastructure related to the United States’ economic competitiveness?

Topic: Promoting Private Sector Participation

Background:


Question: According to the transit performance reports that came out in the 1980s, what problems was mass transportation facing and what were the recommended solutions?

Background:


Question: Was Los Angeles’ Regulation XV successful in achieving future (2010) air quality standards?

Topic: The Need for Strategic Planning

Background:


Question: Why aren’t Intelligent Vehicle Highway Systems (IVHS) the norm in the United States?
Topic: The Growth of Sustainable Development


Question: Is higher fuel economy the solution to the problem of induced demand?

Topic: Expanding Participatory Democracy


Question: What are three of the guiding principles for effective transportation decision making in the future?

Topic: Moving Towards Performance-Based Planning


Question: What is asset management?


Question: What is the nature of the conflict between truck and rail freight interests in the Interstate 81 Project?

Topic: Concern for Climate Change


Question: Which three of the potential impacts of climate change on transportation infrastructure in the United States are the most pressing?

Topic: Era of Constrained Resources


Question: What are the pros and cons of transitioning to a direct, user-based funding stream for transportation infrastructure?
Topic: Infrastructure Resilience


Question: What are the foundational principles of regional transportation planning for a disaster, emergency or significant event?


Question: In *Effect of Smart Growth Policies on Travel Demand*, ten basic principles which define smart growth are listed on page 1, which of the ten is most important for future transportation planning in the United States?

Topic: Challenge of Funding


Question: In *Beyond Traffic: Trends and Choices 2045* (2015), six policy choices are listed on page 281, which of the six is most important to future transportation planning in the United States?

Mason Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability and sexual orientation. Diversity also entails different viewpoints, philosophies and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving sociocultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.
Accommodations

If you are a student with a disability and you need academic accommodations, please contact Disability Services (DS) at (703)993-2474 or at ods@gmu. All academic accommodations must be arranged through DS.

Schar School Policy on Plagiarism

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy and Government (Schar School). It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the Schar School takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F”. This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the Schar School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Updated: December 3, 2019